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ABSTRACT

This annotated bibliography of resources dealing with conflict resolution and peace studies was compiled for the use of elementary, secondary, and college educators. The listing is alphabetical by author. Included are handbooks for teachers, course outlines, anthologies of journal articles, bibliographies of curriculum materials, background readings, filmographies, student pamphlets, and instructional units. The bibliography concludes with a description of a college-level pilot peace studies course, a guide to peace studies terminology, a topography of the dimensions of conflict, and an annotated listing of organizations that deal with conflict resolution, disarmament, and peace. (RM)

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Ethnic Studies Bulletin Number Nine

CONFLICT RESOLUTION AND PEACE STUDIES: AN ANNOTATED BIBLIOGRAPHY

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THE I.N. THUT WORLD EDUCATION CENTER

BILINGUAL – MULTICULTURAL – INTERNATIONAL – GLOBAL

Box U-32, School of Education
The University of Connecticut
Storrs, Ct. 06268 U.S.A.

1981

DEDICATION

This bulletin was prepared as a thanksgiving for the life and career of

HARRIET YARROW

1903 1980

a devoted peace educator who taught Turkish youth for thirty-six years as a member of the United Church Board for World Ministries.

I look up
into the sky
And am comforted
by the thought
that the sky
will be there
when I am gone
And simply
a memory
in the minds
of a few people
Who will also
one day
be memories.

by David Taner Stone
a nineteen year old
sophomore at U-CONN.
July 11, 1981

THE I.N. THUT WORLD EDUCATION CENTER

School of Education
The University of Connecticut
Storrs, Connecticut 06268 U.S.A.

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INTRODUCTION

This bulletin on conflict resolution and peace studies has been especially compiled for the use of Connecticut educators. The children and youth of our state are daily confronting advocates of violence and militarism. Sadly, for several centuries Connecticut has earned its reputation as the "munitions state" and today our economy is heavily dependent on defense contracts. There have been violent clashes on our country roads and city streets when the Ku Klux Klan has demonstrated its brand of bigotry here. Certainly peace studies are timely in the 1980's.

As has been pointed out so persuasively by Paulo Freire, there is more than one kind of illiteracy. It is perfectly possible for students to achieve high reading and mathematics scores on their standardized proficiency tests, but remain unaware of the critical issues in the world around them. We are all illiterates of the worst kind if we have no sensitivity for the plight of the world's poor, hungry and ill. It is a dangerous ignorance not to know the threat that nuclear arms pose to every living thing. We and our students need conscientization - empathy for the interdependence of all humanity. We desperately need to acquire non-violent inter-personal, inter-group and international means of resolving our conflicts. If we fail to learn these basic lessons, life itself may not survive.

I have been a professional educator for thirty years and I fear that most people are not now receiving adequate conflict resolution and peace education. As the parent of children who were educated in the public schools of Connecticut, I know that this kind of learning wasn't emphasized in their formal schooling. This bulletin was compiled after I attended a seminar organized by the Society for Educational Reconstruction near the site of the "accident" at the Three Mile Island Nuclear Power Plant at Middletown, PA. I realized again that we need to know more about the excellent resources that are available for teaching irenics. I hope to encourage its development by showing that peace studies are already part of the instructional programs at many schools and colleges. Many reputable organizations are working in the peace field. Hopefully, the U.S. Congress will establish a national Peace Academy soon, but we need not wait for it to start functioning in order to initiate irenics into our teaching.

We would appreciate having information about conflict resolution and peace studies programs in Connecticut schools and colleges. If you are teaching in this domain, please take time to send in your course syllabus or instructional units to The I.N. Thut World Education Center. When enough of them have come in, we will issue a publication to make the information available to a wider audience. Your comments, suggestions and corrections concerning this bulletin are also welcome.

Frank A. Stone, Director
The I.N. Thut World Education Center
Professor of International Education

International Development Communication Logos

A new feature of this bulletin is the use of International Development Communication Logos created for the Clearinghouse on Development Communication by the Washington, D.C. designer, Timothy Bradford Ward. They were published in Development Communication Report, No. 34, June, 1981.

Logos are visible symbols that represent important ideas or concepts. They stand out from the printed page. They make a statement and help to introduce a topic graphically - a kind of visual shorthand. Logos not only enliven a page of text, but they can also guide readers quickly to subjects that are of special interest to them.

We plan to use these logos in other publications of The I.N. Thut World Education Center and invite our readers to adopt them also.

Agriculture

Audiocassette

Cinema and Motion Picture

Education and Human Resources

Filmstrips and 35mm

Folk Media

Health

Information

Integrated Development

Interpersonal Communication

New Technologies

Nutrition

Population and Family Planning

Print Media

Radio

Satellite

TV/VTR

Women In Development

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CONFLICT RESOLUTION AND PEACE STUDIES: AN ANNOTATED BIBLIOGRAPHY

Print Media

Abrams, Grace C. and Fran Contrino Schmidt, "It's Time to Teach World Peace," Learning 8(10), October, 1979, 126 f. Order from P.O. Box 2580, Boulder, CO 80322.

Abrams, Grace C. and Fran Contrino Schmidt, Learning Peace: A Resource Unit. Philadelphia, PA.: The Janes Addams Peace Association, 1972. 41 pp., appendices and bibliography. $3.00

This handbook for teachers is geared to use in grades seven through twelve and contains instructional suggestions arranged under nine main topical headings.

Armed Intervention: Under What Circumstances? Teaching Strategies. Cambridge, MA.: Educational Development Center, 1970. 14 pp.

United States involvement in Cambodia and Vietnam was the issue that originally called for the development of this social studies unit, but most of the rationale could be adapted to treat more recent intervention dilemmas.

Arming the Third World. Philadelphia, PA.: NARMIC, 1979. 7 pp. 15¢

Information is given in tabloid format about United States weapons sales to less developed countries and the transnational corporations involved are identified. Order from NARMIC, American Friends Service Committee, 1501 Cherry Street, Philadelphia, PA 19102. (215) 241-7175

Beirne, Margaret (comp.), Peace Studies Annotated Bibliography. Bronx, N.Y.: Cardinal Hayes Library, Manhattan College, 1972.

A listing of adult and college oriented books on irenics published in the late 1960's.

Beitz, Charles R. and Theodore Herman (eds.), Peace and War. San Francisco, CA.: W.H. Freeman and Company, 1973. 424 pp., index.

This anthology was developed for the Colgate University peace studies program. It is a multidisciplinary approach to ways of preventing war and bringing about world peace.

Beitz, Charles R., A. Michael Washburn and Thomas G. Weiss (eds.), Peace Studies: College Courses on Peace and World Order. New York: Institute for World Order, 1973.

The program outlines for thirty peace studies courses actually being taught in American colleges and universities are given under seven topical headings.

Boulding, Elise (comp.), Bibliography on World Conflict and Peace: Second Edition. Washington, D.C.: American Sociological Association, 1979. 168 pp. ERIC document, ED 171-648

Over a thousand entries are organized into twenty-six main categories. Copies are available at $15 from Westview Press, Inc., 5500 Central Avenue, Boulder, CO 80301.

Boyer, William H. Alternative Futures: Designing Social Change. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1975. 132 pp. Among his ten main topics Boyer includes "War Systems or Peace-keeping Systems?" The book was written for high school use.

Boyer, William H. Education for Annihilation. Honolulu: Hogarth Press - Hawaii, 1972. 149 pp. and bibliography.

Boyer describes the military-educational-cultural complex that functions in the United States. He presents chapters analyzing how military behavior is conditioned, how military ideologies are indoctrinated, and military values taught in schools and colleges. He then contrasts education for survival with training for annihilation.

Buckalew, M.W. (ed.), Peace Education: Opening the Classroom Door. Evansville, IN: School of Education, Evansville University, 1979. 51 pp. ERIC, ED 175-563.

This is an anthology of articles on peace education with course descriptions, examples of student writing, lists of resources and class activities, and reports of recent trends in peach research.

Chambers, John Whiteclay, (ed.), Peace Research and Its Impact on the Curriculum. Plattsburgh, N.Y.: Faculty of Social Sciences, SUNY, 1973. 129 pp.

The contents of this publication were compiled by the Conference on Peace Research in History. It contains articles discussing problems of peace and peace educatio., views of peace research from the perspectives of various academic disciplines, and approaches to incorporating peace research into the curriculum.

Committee on Education, Jane Addams Peace Association, Education for a Global Society. Philadelphia, PA: Women's International League for Peace and Freedom, 1978. 49 pp.

The first part of this bibliography is on "Peace" with sub-categories for disarmament, conflict resolution, militarism, and world organization. There are also other sections listing materials on economic equity, social justice and ecological balance.

Curriculum Materials on War, Peace, Conflict and Change: An Annotated Bibliography. New York: Center for War/Peace Studies, 1972. 33 pp.

This was a very complete description of available items - including films and simulations - at the end of the previous decade.

Daggett, Stephen, What You Need to Know About: The New Generation of Nuclear Weapons. Washington, D.C.: Institute for Policy Studies, 1980. 22 pp. $2.00

The nuclear arms policies of the super-powers and their arsenals of weapons are described. Order from: 1901 Que Street, N.W., Washington, D.C. 20009. (202) 234-9382

Day, Sam (ed.) Makers of the Nuclear Holocaust: A Guide to the Nuclear Weapons Complex and Citizen Action. Nyack, N.Y.: Fellowship of Reconciliation, 1981. 24 pp. $1.25 (discounts on quantities)

A thorough survey of ten aspects of nuclear weapons, together with action suggestions to counter the arms race and list of organizations that work for disarmament. Order from: FOR, Box 271, Nyack, N.Y. 10960.

"Disarmament in Attitude and Action," World Goodwill Commentary 11, March, 1978. 20 pp.

Appropriate books, booklets and periodicals are also listed in this special issue of this journal. Order it from: World Goodwill, 866 UN Plaza, Suite 566-7, New York, N.Y. 10017.

Cinema and Motion Picture

Dowling, John War, Peace, Film Guide, Revised Edition. Chicago, IL: World without War Publications, 1980. 188 pp. $5.00

Many current films on war, the arms race, international economic development and related fields are listed and described. Sample film study approaches are also give. Order from: 67 East Madison Avenue, Suite 1417, Chicago, IL 60603.

Print Media

Education for a Global Society: A Resource Manual for Secondary Education Teachers. Philadelphia, PA: Women's International League for Peace and Freedom, - . 53 pp. $2.50

Articles, books and resources issued since 1970 concerning peace, economic equity, social justice and ecological balance are listed. There are also sections on films and a list of related bibliographies. Order from 1213 Race Street, Philadelphia, PA 19107.

Fraenkel, Jack R. (ed.) and others. Peacekeeping: Perspectives in World Order. New York: Institute for World Order and Chicago: World without War Publications, 1973. 94 pp.

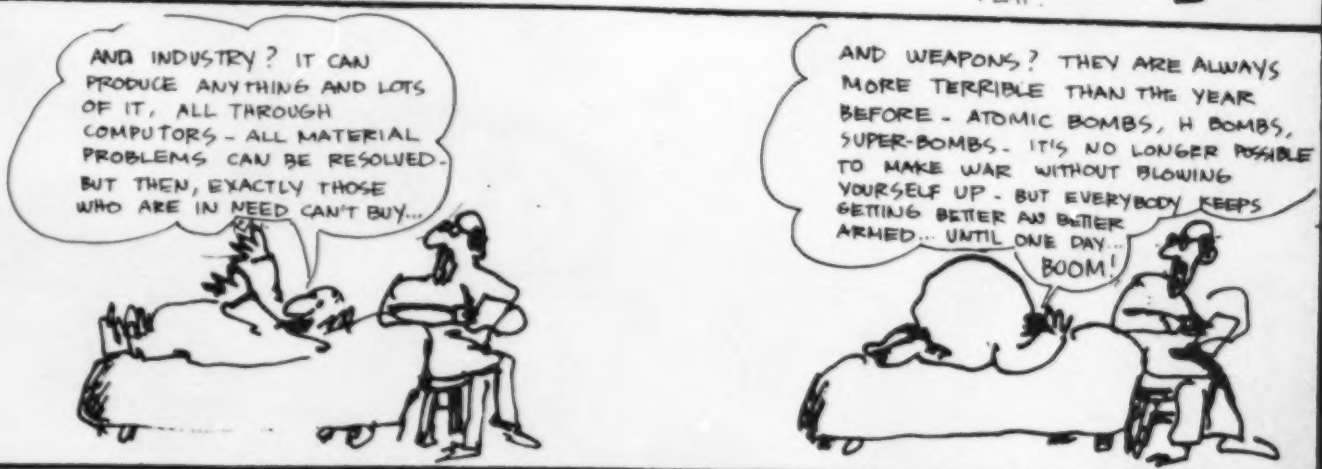
This pamphlet was designed for high school use. War, peace, peace keeping systems and nuclear armaments are defined. A case study of four different models: collective security, collective force, mutual defense, and limited world government is undertaken. Students are invited to devise their own alternative models and test them by using a rating chart.

MALHOQUIAS

CLAUDIUS

IT'S THIS WAY DOCTOR: THE AUTOMOBILES ARE GETTING BIGGER AND MORE POWERFUL, WITH MOTORS SO STRONG THAT YOU CAN DO AMAZING SPEEDS...
...AND THEN WHAT?
YOU HAVE ENORMOUS TRAFFIC JAMS AND NO ONE CAN DO MORE THAN 10 MILES PER HOUR

AND THE AIRPLANES, WHAT ABOUT THEM? PARIS TO NEW YORK IN 6 HOURS! AND THEN WHAT?
THEN YOU HAVE AN OIL CRISIS AND THEY HAVE TO STAY ON THE RUNWAYS
PLAF!


AND INDUSTRY? IT CAN PRODUCE ANYTHING AND LOTS OF IT, ALL THROUGH COMPUTORS - ALL MATERIAL PROBLEMS CAN BE RESOLVED - BUT THEN, EXACTLY THOSE WHO ARE IN NEED CAN'T BUY...
AND WEAPONS? THEY ARE ALWAYS MORE TERRIBLE THAN THE YEAR BEFORE - ATOMIC BOMBS, H BOMBS, SUPER-BOMBS. IT'S NO LONGER POSSIBLE TO MAKE WAR WITHOUT BLOWING YOURSELF UP - BUT EVERYBODY KEEPS GETTING BETTER AN BETTER ARMED... UNTIL ONE DAY...
BOOM!

AND WHEN I SAY ALL THIS, THEY CALL ME CRAZY. IF I'M CRAZY, WHAT ARE THEY? IF BEING WELL MEANS BEING LIKE THEM...
...I'D RATHER BE CRAZY!
BZZZZ
PUT HIM IN A STRAIGHT-JACKET, GIVE HIM MASSIVE DOSE OF TRANQUILIZERS AND SEE THAT HE GETS A PADDED CELL!

Reproduced from Conscientization. Commission on the Churches' Participation

Garrigan, Timothy B. and George A. Lopez. Terrorism: A Problem of Political Violence. Denver: Learning Resources in International Studies, 1980. 40 pp. $3.50

This guide for advanced students introduces various methods for analyzing terrorism. It contains study activities and an extensive bibliography.

Goettel, Elinor. America's Wars - Why? Chicago: McDougal, 1974. 224 pp. $5.85 Teacher's guide available.

The causes and patterns of behavior that led to United States involvement in ten wars are analyzed and interpreted.

Gordon, H. "Buberian Learning Groups: A Response to the Challenger of Education for Peace in the Mid-East," Teachers College Record 82(1), Winter, 1980, 291-310. Order from: Teachers College, Columbia University, 525 West 120th Street, New York, N.Y. 10027.

Martin Mordicai Buber advocated a type of existential phenomenology in which dialogue among peoples of differing perspectives is stressed. This concept became the basis of the "ehud" movement to bring together Israeli Arabs and Jews, and it is this idea applied to education that Gordon presents.

Grover, Sister Veronica (ed.) "Justice and Peace Education," Momentum 11, February, 1980, 36-9 and May, 1980, 35-6. Order from the Catholic Educational Association, Suite 350, 1 Dupont Circle, Washington, D.C. 20036.

Peace education programs in Roman Catholic schools are described.

Grover, Sister Veronica "Within NCEA Framework: Peace Studies and Justice Education," Momentum 8, February, 1977, 27-31. See address above.

A discussion of the rationale for peace studies developed by the National Catholic Education Association.

Haavelsrud, Magnus (ed.) Education for Peace: Reflection and Action. Guildford, Surrey, England, United Kingdom: IPC Science and Technology Press, 1975. L 5.75 397 pp.

Thirty articles written by educators from twenty countries are included concerning the cognitive and methodological aspects of peace education. Four questions are addressed: (1) What is peace education? (2) Why is it needed? (3) How should it be done? (4) Where is it needed most?

Haavelsrud, Magnus. Principles of Peace Education. Oslo, Norway: Chair of Conflict and Peace Research, University of Oslo (Paper No. 18), 1975. 21 pp. and notes.

The author gives a rationale and conceptual framework for peace oriented learning.

Johansen, Robert C. The Disarmament Process: Where to Begin. N.Y.: Institute for World Order, 1977. 22 pp.

Thirteen key disarmament policy issues are identified and interpreted. There are also discussions of their feasibility, desireability and potential for education and mobilization.

Jolly, Richard (ed.) Disarmament and World Development. Oxford, England, United Kingdom: Pergamon Press, 1978. 159 pp., bibliography and index.

Aspects of disarmament and development are investigated from British perspectives by fourteen writers.

Judson, Stephanie (comp. and ed.) A Manual on Non-Violence and Children. Philadelphia, PA: Non-Violence and Children Program, Friends Peace Committee, 1977. 114 pp., appendices and index of games.

This is a very comprehensive collection of approaches and materials for developing peace studies with young children. It includes directions for cooperative games for children and adults.

Kekkonen, H. "Peace Education: The Responsibility of All," Convergence - The International Journal of Adult Education 11(3-4), 1978, 114-18. Order from: International Council for Adult Education, P.O. Box 250, Station F, Toronto, Ontario, Canada M4Y 2L5.

Explains how peace studies relate to continuing education programs.

Kenworthy, Leonard S. (comp.) "War and Peace: Studying Conflict and Conflict Resolution," Curriculum Review 18(2), February, 1979, 67-71. Order from: Curriculum Advisory Service, 500 South Clinton Street, Chicago, IL 60607.

A pioneer in social studies for global understanding discusses peace studies and makes recommendations for developing programs that include this domain.

Laqueur, Walter (ed.) The Terrorism Reader: A Historical Anthology. Meridian, 1978. 291 pp. $5.95.

Links between past and contemporary terrorist movements are explored. The actual political gains made by terrorists are assessed along with warnings about terrorism as a form for violent activism. Required reading for all potential terrorists. Adult level.

Lawrence, Robert M. Arms Control and Disarmament: Practice and Promise. Minneapolis, MN: Burgess Publishing Company, 1973. 54 pp., glossary, discussion questions, bibliography and appendix.

The present feeble arms control efforts are described and the problems of disarming the United States, the Soviet Union and the People's Republic of China are recognized.

Lentz, Theodore F. (ed.) Humatriotism: Human Interest in Peace and Survival. St. Louis, MO: The Future Press, 1976. 239 pp., bibliography, appendices.

Ten essays by peace studies theorists explore aspects of conflict resolution and war prevention. Order from: Peace Research Laboratory, 6251 San Bonita, St. Louis, MO 63105.

CLAUDIUS Lili

HI, LILI
HI, JOE
GIVE ME A BITE OF YOUR CAKE?
I CAN'T
WHY?
CAUSE, IF I GIVE IT AWAY I'D BE HUNGRY
WHAT ABOUT ME? I'M HUNGRY TOO!
SO WHAT?
SO YOU GIVE ME HALF
THEN NEITHER OF US WILL BE SATISFIED
BUT AT LEAST I'D BE LESS HUNGRY THAN BEFORE!
LOOK, JOE: IF WE BOTH ARE HUNGRY, THAT MEANS 100% HUNGER. IF I EAT MY CAKE THEN THE FAMINE IS REDUCED BY 50%
TRUE - BUT THE 50% THAT'S LEFT IT'S ME - THAT'S A VIOLENCE!
SORRY, BUT STATISTICS ARE NEUTRAL
IF THE PROBLEM IS STATISTICAL I HAVE A BETTER IDEA
WHAT IS IT?
I EAT THE CAKE...
... THEN THE NEUTRALITY OF STATISTICS IS IN MY FAVOUR...
GULP!
... AND... REMEMBER... ... VIOLENCE BREEDS VIOLENCE!

Reproduced from Conscientization. Commission on the Churches' Participation

Lentz, Theodore F. Towards a Technology of Peace. St. Louis, MO: Peace Research Laboratory, 1972. 75 pp., bibliography. See previous entry for ordering address.

Lentz, a father of peace education and activism, discusses how to initiate movements toward peace, including developing the necessary tools, techniques and measurements. He recognizes that education, motivation and politics are all involved.

Marketing the Nuclear Nightmare: Profiles of U.S. Exports to Five Countries. Philadelphia, PA: NARMIC (National Action/Research on the Military Industrial Complex), 1979. 7 pp. 15¢

Tabloid articles give the facts about our exporting nuclear power plants and demonstrate their links to obtaining nuclear arms capability. Actions, resources and organizations are suggested.

McGinnis, James R. A Strategy Guide for Schools and School Systems in Education for Peace and Justice. St. Louis, MO: Institute for Education in Peace and Justice, 1977. 183 pp. ERIC ED 150-064 Order print copies from: 3700 West Pine Street, St. Louis, MO 63108, $6 paper cover.

This is a revision and update of an earlier curriculum guide. It gives goals for an EPJ program, outlines processes for planning and initiating one, gives case studies of successful programs, and lists guidelines for making a curriculum evaluation of a peace studies program. Resources are listed in an appendix.

Midgley, S. "Bad News is Good News on the Peace Front," Times (London) Higher Education Supplement 402:9, July 11, 1980. Available on microfiche from: The Times (London), Inc., 201 East 42nd St., New York, N.Y. 10017.

Moore, Roberta and Joseph The Problem of War: A Global Issue. Rochelle Park, N.J.: Hayden Book Company, Inc., 1980. 136 pp., index.

Planned for middle or high school use, this book suggests futuristic scenarios and involvement activities to teach the causes of war, its consequences, and means of war prevention. Its five sections are: (1) War and Its Effects, (2) The Human Causes of War, (3) The Structural Causes of War, (4) Ways of Preventing War, (5) You and War.

Moore, Joseph and Roberta War and War Prevention. Rochelle Park, N.J.: Hayden Book Company, 1974. 141 pp. $4.00

An overview of war is given from the perspectives of economics, history, psychology and sociology. There are case studies, a scenario, and other involvement methods are suggested.

Mueller, D. "Is It Possible to Teach Peace?" The Social Studies 68(3), March, 1977, 54-6. The same article was reprinted in Education Digest 43, Summer, 1977, 43-5. Order from: Heldref Publications, 4000 Albemarle Street, N.W., Washington, D.C. 20016.

Nesbitt, William A. The Alpha Crisis Game. Albany, N.Y.: Center for International Programs, and Comparative Studies, State Education Department, 1973. 115 pp.

A simulation is described to accompany the guide on "The July 1914 Crisis: A Case Study in Misperception and Escalation."

Nesbitt, William A. The July 1914 Crisis: A Case Study in Misperception and Escalation. Albany, N.Y.: Center for International Programs and Comparative Studies, State Education Department, 1973. 117 pp. and bibliography.

This is an instructional unit concerning a particular historic international crisis. It helps students to better understand the types of confrontations that can lead to war.

Nesbitt, William A. (ed.) Teaching About War and Its Control. A Selective Annotated Bibliography for the Social Studies Teacher. Albany, N.Y.: Center for International Programs and Comparative Studies, State Education Department, 1972. 93 pp.

Although it is now somewhat old, this was a thorough survey of instructional resources and materials organized under twenty-five topical classifications.

The New Generation of Nuclear Weapons. Philadelphia, PA: NARMIC, American Friends Service Committee, 1978. 7 pp. 15¢

Current nuclear arms are described. We are told what they cost and the holocaust they can produce is explained. Suggestions of practical actions to stop the nuclear arms race are made.

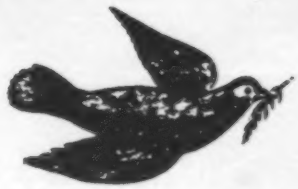
Peace Education in Catholic Schools. A Report on the NCEA Peace Studies Survey of Catholic High Schools and a Plan for Initiating and/or Developing a Peace Studies Program. Washington, D.C.: National Catholic Educational Association, 1976. 139 pp. $3.50 ERIC ED 155-089.

This publication gives background and guidelines for establishing interdisciplinary peace education programs. Three sections describe: (1) the NCEA peace studies program, (2) data from national surveys, and (3) suggestions for planning a peace studies program in a local school. Resources and evaluation strategies are suggested.

"Peace Study Excites Veteran Campaigners," Times (London) Higher Education Supplement 408:4, August 22, 1980. Available on microfiche, see previous citation to a Times article.

Pickus, Robert and Robert Woito To End War: An Introduction to the Ideas, Books, Organizations, Work that Can Help. Berkeley, CA: World Without War Council, 1970. 248 pp., indices, $1.95.

This handbook is now old, but it is inclusive and one of the best materials available for surveying peace studies concepts and listing resources related to teaching them.



Prutzman, Priscilla, et. al. Childrens' Creative Response to Conflict Program. A Preliminary Handbook, Second Edition, Revised and Enlarged. New York: Quaker Project on Community Conflict, 1975. (Not conventionally page numbered.)

The materials in this handbook are designed for fourth, fifth and sixth grade public school children. The booklet contains many tools and techniques for building community and cooperation, affirming personal identity and increasing communicative skills. It seeks to teach non-violent means of resolving inter-personal and inter-group conflicts by exploring alternative roles in situations of confrontation.

Reardon, Betty Teachers' Guide: "World Military and Social Expenditures," Global Studies Kit #1. New York: The Rockefeller Foundation, 1978. 14 pp.

This is a very useful handbook for teachers who use the annual publication containing statistics compiled by Ruth Leger Sivard, to which it is related. Additional resources are listed.

Sivard, Ruth Leger World Military and Social Expenditures. Leesburg, VA: WMSE Publications, 1980. $2.50 Order from: Box 1003, Leesburg, VA 22075

Each annual issue gives precise data about how much we are spending for armaments and militarism globally, and how much we are spending on social programs.

Smith, Raymond E. A Syllabus for a Proposed Course on Holocaust Awareness. West Hartford, CT: Committee on Holocaust Awareness, 1980. 47 pp. and bibliography.

A multidisciplinary undergraduate level course on the Jewish Holocaust during World War II is described in detail.

So You Want to Teach About Conflict? New York: Center for War/Peace Studies, 1974. 6 pp., bibliography.

This is a short teaching unit for which objectives are suggested, approaches described, and learning activities and materials presented. It would be appropriate for secondary level use.

Stanford, B.D. "English for Peace," Media and Methods 12(1), January, 1976, 26-7. Order from: Media and Methods Institute, Inc., North American Building, 401 North Broad Street, Philadelphia, PA 19108.

Advocates ESL as an opportunity for developing cross-cultural awareness and understanding.

Stiehm, Judith Nonviolent Power: Active and Passive Resistance in America. Lexington, MA: D.C. Heath and Company, 1972. 117 pp., bibliography and index.

The assumptions of individual and group nonviolent resistance are analyzed and techniques described.

Stoessinger, John G. Why Nations Go to War. New York: St. Martin's Press, 1974. 230 pp. $6.95.

Six twentieth century armed conflicts are analyzed and the various common denominators of war are identified.

Summy, Ralph V. XV 201 - Politics of Non-Violence: Introductory Outline. St. Lucia, Queensland, Australia: Department of External Studies, University of Queensland, 1979. 13 pp.

This is the syllabus for a college level course for external (correspondence) students in Australia. The rationale, readings and assignments are all described.

"Teaching About War, Peace, Conflict and Change," Intercom 13(2), March/April, 1971.

This was a special issue featuring curricular insights and teaching suggestions.

Teaching Genocide Awareness in Multicultural Education. Storrs, CT: The I.N. Thut World Education Center, 1980. 24 pp., $1.50 plus postage.

The concept of genocide and the provisions of the UN Convention to prevent it are explained. The rationale and aims of genocide awareness education are presented, terms defined, and six instructional approaches are suggested. Data about the Armenian Genocide of 1915-22, and the Jewish Holocaust in the 1930's and 1940's is given. Bibliography and list of relevant organizations.

War. Toronto, Ontario, Canada: Ontario Institute for Studies in Education, 1979. 48 pp. $3.85, teacher booklet; $3.30, student booklet.

Twenty-six learning activities focus on the morality of war and explore a number of specific case studies.

Wehr, Paul and Michael Washburn Peace and World Order Systems: Teaching and Research. Beverly Hills, CA: Sage Publications (Sage Library of Social Research #25), 1976. 117 pp., appendices and bibliography.

The authors interpret the aims and history of Peace and World Order Studies. They provide guidelines for establishing instructional programs of this type, and suggest teaching approaches and action research projects in this field. The appendices include a list of peace organizations and some sample lesson plans.

Weston, Burnes H. (ed.) and Others Peace and World Order Studies: A Curriculum Guide. New York: Institute for World Order, 1978. 474 pp., $5.00 Also included in ERIC ED 164-380.

Contains many outlines of actual high school and college courses in the field, as well as descriptions of thirty learning packages.

Woito, Robert (ed.) World Disarmament Kit. New York: World Without War Council, 1978. 120 pp., $2.50. Order from 175 Fifth Ave., New York, N.Y. 10010.

Facts about the arms race along with means for understanding and reversing it.

Education and
Human Resources

A PILOT PEACE STUDIES COURSE

International Baccalaureate Subsidiary Level
Department of Peace Studies
Bradford University, England, U.K.

Devised by
Professor Adam Curle

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   Anthropological, psychological and sociological perspectives.

2. The Concepts of Peace and Justice

   A discussion of alternatives presented in the political, religious and social traditions of Europe and Asia.

3. The Theories and Functions of Social Conflict

   An introduction to various approaches.

4. The Nature, Causes and Results of Violence

   The history of warfare in relation to technology and social changes.
   Varieties of contemporary warfare.
   Communal, racial and class conflicts.
   Major power relationships.
   The colonial revolution.

5. Examples of Conflicts within Societies

   Two out of: Community Relations - the case of Northern Ireland.
   Race Relations - in Britain.
   - in South Africa.
   Industrial Relations - topics drawn from two societies.

6. Examples of Conflicts between Nations

   Two out of: The Arab-Israeli conflict.
   The conflict between rich and poor nations over world development.
   Super-power conflicts since 1945.

7. Peace-making in the World Today

   Nationalism and Internationalism
   The League of Nations and the causes of its failure.
   The United Nations: Its history, structure and possible development.
   The work of governmental and non-governmental bodies.
   The prospects for disarmament.

8. Fieldwork

   All students taking the course will have some first-hand experience, however brief, in a situation of conflict. Experience of this nature is best gained when the student is involved in a practical task in the context of service. Opportunities will be arranged in mental hospitals, probation work, race relations, and community relations in Ulster.

9. Project

   Each student will submit either a well-researched paper, a report on their social service involvement, or an original simulation exercise.

Information

A GUIDE TO PEACE STUDIES TERMINOLOGY

The vocabulary that is associated with humanistic education and irenics has changed considerably during the past decade. Words have been coined to express instructional theories and new learning situations. Familiar terms have acquired new meanings. This list will aid educators who wish to engage in peace studies.

Academic Freedom
Acceptance
Accountabil ty
Active Listening
Actualization
Affective Domain
Agents of Change
Alternative Lifestyles
Awareness

Behavior Modification
Behavioral Objectives
Body Language
Brainstorming

Career Education
Child-centered Learning
Citizenship Education
Client-centered Therapy
Community Education
Conflict Resolution
Confluent Learning
Consensus
Cross-cultural Communication
Cultural Disadvantage

Decision Making
Democratic Process
Discovery Method

Encounter Groups
Expression, Non-verbal

Facilitator
Family Life Education
Feedback Mechanism
Free Schools

Gaming Techniques
Gestalt Therapy
Global Education
Group Dynamics
Growth Potential

Magic Circle
Mental Health
Moral Development Theory
Multicultural Education
Multiethnic Education

Nihilism
Non-Directive Therapy
Non-Formal Learning
Non-Traditional Roles
Non-Verbal Expression

Open Classroom
Operant Conditioning

Parent Effectiveness Training (PET)
Peace Studies
PPBS (Planning, Programming and Budgeting System)
Problem-Solving
Programmed Instruction
Psycho-Drama

Questing

Racism
Reality Therapy
Role-Playing

Schools Without Walls
Self Concept
Situation Ethics
Social Interaction
Socio-Drama
Socio-Grams
Stereotyping
Synthesizing

Taxonomy
Teacher Effectiveness Training (TET)
Transactional Analysis

Understanding
Utopian Thought

Values Clarification

Weltanschauung (World View)

Adapted from The School Bell, Jan/Feb, 1978.

Information

A TOPOGRAPHY OF THE DIMENSIONS OF CONFLICT

INTRAPERSONAL

Values Ambivalence

Prehension

Disjuncture between Conduct and Ideals

INTERPERSONAL

Differences in Personal Styles

Varying Perceptions

Values Clashes

Generation Gaps

Agism/Racism/Sexism

Friction concerning Status and Roles

Communication Failures

Professional Jealousies

Different Aspirations

Divergent Assessments of Needs and Self-Interest

INTERGROUP

Stereotypes

Discrimination

Prejudice

Racism/Sexism

Genocide

Conflicts of Group Needs and Interests

Incongruous Historical Perceptions

Clashing Political Aims

Different Religious Institutions

Differences in Structural and Technological Development

INTERNATIONAL

Ideological Confrontations

Different Interpretations of History

Colonialism

Racism

Religion

Perceived Threats to National Survival

Economic, Military and Political Imperialism

Competition for Trade and for Natural Resources

Demagogic Leadership

Education and
Human Resources

CONFLICT RESOLUTION, DISARMAMENT AND PEACE ORGANIZATIONS

American Professors for Peace in the Middle East (APPME), Nine East 40th Street, New York, N.Y. 10016 (212) 532-5005

Works for better understanding and a lasting peace between Israel and its neighbors. Publishes the Middle East Review.

Amnesty International, U.S.A. Affiliate (AIUSA), 304 West 58th Street, New York, N.Y. 10017 (212) 582-4440

AI works impartially for the release of all prisoners of conscience, especially those people being held anywhere due to their beliefs, color, ethnic origin, sex, religion or language. It opposes torture and the death penalty, and advocates prompt and fair trials for all political prisoners. Publishes Amnesty Action.

American Friends Service Committee (AFSC), 1501 Cherry Street, Philadelphia, PA 19102 (215) 241-7000

AFSC is a Quaker organization that operates community relations and peace education programs in the United States, as well as many projects of social and development assistance throughout the world. Publishes International Division Reports and Quaker Service Bulletin. Also peace studies curriculum and pamphlets.

Another Mother for Peace (AMP), 407 North Maple Drive, Beverly Hills, CA 90210 (213) 274-9665

This large membership organization is dedicated to the principle that war is obsolete in the nuclear age. Its motto is, "War is not healthy for children and other living things." Publishes a Newsletter and brochures.

Arms Control Association (ACA), Suite 900, 11 Dupont Circle, N.W., Washington, D.C. 20036 (202) 797-6450

ACA promotes research on practical and theoretical questions of arms control and disarmament. It conducts conferences and seminars. Publishes Arms Control Today, books and reports.

Bread for the World (BFW), 32 Union Square, East, New York, N.Y. 10003 (212) 260-7000

This is an organization of Christians united against hunger and poverty. BFW deals with issues that affect poor and hungry people such as military spending and the world arms trade. Publishes a Newsletter.

Center for Peace Studies, The University of Akron, Akron, OH 44325
Dr. Warren F. Kuehl, Director.

This is an educational and research center in the field of inter-group understanding, conflict resolution, and peaceful change. Publishes International Peace Studies Newsletter.

Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003 (212) 475-0850

This is an active group that devises peace studies curricula and issues Global Report four to six times a year.

A Citizen's Organization for a Sane World (SANE), 318 Massachusetts Avenue, N.E., Washington, D.C. 20002 (202) 546-4868

SANE works to bring about negotiated settlements of international disputes, major cuts in arms spending, and an end to nuclear weapons. It urges that the arms industry be converted to civilian production and home and the less developed countries of the world. Publishes Sane World and Conversion Planner.

Consortium on Peace Research, Education and Development (COPRED), Center for Peaceful Change, Kent State University, Kent, OH 44242 (216) 672-3143

COPRED has a peace action network, a network on research and utilization, another on radical perspectives, and one on religion and ethics. Publishes COPRED Peace Chronicle and peace studies curricula and materials.

Fellowship of Reconcilliation (FOR), Box 271, Nyack, New York 10960 (914) 358-4601

For over fifty years FOR has worked to substitute non-violence and reconciliation in international relations, racial and inter-group tensions, and other areas of confrontation through education and action. FOR publishes Fellowship and one of its committees issues Militarism Memo about military activities and policies in high schools and colleges.

Friends Peace Committee, 1515 Cherry Street, Philadelphia, PA 19102 (215) 241-7230

This group issues leaflets on current peace issues, books and manuals.

Gandhi Peace Foundation, 221/223 Deen Dayal, Upadhyaya Marg, New Delhi 11001 India

This organization conducts research and makes studies. It publishes a journal called Gandhi Marg and another on Peoples Action, as well as books and pamplets.

Institute for Education in Peace and Justice, 3700 West Pine, St. Louis, MO 63108 (314) 535-8884

This broadly oriented organization is concerned with global issues of hunger and poverty, as well as peace and development strategies. It issues instructional manuals.

Institute for Policy Studies (IPS), 1901 Q Street, N.W., Washington, D.C. 20009 (202) 234-9382

Formerly called the Peace Research Institute, this group publishes studies and issues films about policies related to U.S. domestic and international relations.

Institute for World Order (IWO), 1140 Avenue of the Americas, New York, N.Y. 10036 (212) 575-0055

IWO is a non-profit educational organization devoted to research and development of peace, social justice and world order curricula for schools and universities. Publishes Bulletin of Peace Proposals, Alternatives: A Journal of World Policy, and Macroscope.

International Association of Educators for World Peace (IAEWP), P.O. Box 3282, Blue Spring Station, Huntsville, AL 35810 (205) 539-7205

The members of this organization try to achieve world peace through education. Publishes Newsletters, Peace Education and Peace Progress.

International Peace Research Association (IPRA), P.O. Box 70, 33101 Tampere 10, Finland. IPRA has commissions on arms transfers, communications, disarmament, food policy and peace education. Publishes International Peace Research Newsletter and Studies in Peace Research.

Peace Corps Partnership Program, 806 Connecticut Avenue, N.W., Washington, D.C. 20525 (800) 424-8580

This is a voluntary program for United States schools and civic groups to help build schools, health clinics, and other community projects overseas related to the work of the Peace Corps. Publishes brochures and lends a descriptive film.

Peace Research Laboratory (PRL), 800 Kingsland, St. Louis, MO 63130 (314) 726-5563

Conducts studies and prepares materials on peace education. An annual Lentz International Peace Research Award is conferred for contributions to the field of irenics. Publishes Prioritas.

Peace Science Society (PSS), Department of Peace Science, Faculty of Arts and Sciences, The University of Pennsylvania, Philadelphia, PA 19174 (215) 387-0681

This body is a scientific organization concerned with advancing peace research and conflict resolution studies. Publishes the Journal of Peace Science.

Planetary Citizens (PC), 777 United Nations Plaza, Suite 10-D, New York, N.Y. 10017 (212) 490-2766

PC members register as "planetary citizens" to promote the concept of interdependence. They focus on global issues such as hunger, poverty and war. Publishes Planet Earth and U.N. General Assembly Report.

Promoting Enduring Peace (PEP), P.O. Box 103, Woodmont, CT 06460 (203) 878-4769

This educational organization provides free (except for postage) reprints of articles related to international peace and goodwill. It gives an annual Gandhi Peace Award.

Women's International League for Peace and Freedom (WILPF), 1213 Race Street, Philadelphia, PA 19107 (215) 563-7110

Advocates non-violence in the struggle to achieve freedom from the threat of war and exploitation. The Jane Addams Peace Association is affiliated with WILPF. Publishes Legislative Bulletin and Program Action Newsletter.

World Peace Makers (WP), 2852 Ontario Road, N.W., Washington, D.C. 20009 (202) 265-7582

This organization promotes understanding of the nature of true international security and how to move toward it. Publishes a Newsletter.

World Peace through Law Center, 1000 Connecticut Avenue, N.W., Suite 800, Washington, D.C. 20036 (202) 466-5428

This group seeks to build rules of law and legal institutions for world peace. It sponsors an annual "World Law Day." Publishes World Jurist.

World Without War Council (WWWC), 175 Fifth Avenue, 21st Floor, New York, N.Y. 10010 (212) 674-2085

WWWC has affiliated council in other cities and it issues brochures, bibliographies and books on peace studies and war prevention.

World Federalists Association (WFA), 1011 Arlington Blvd., Suite W-219, Arlington, VA 22209 (703) 524-2141

WFA is an educational organization promoting new avenues toward a peaceful world order by curbing the nuclear arms race and imposing sensible controls on international conflict through global federalism. Publishes the Federalist Letter and New Federalist Papers.

Worldwatch Institute (WI), 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 (202) 452-1999

WI is a research organization that works to solve global conflict problems. Publishes Worldwatch Papers.